Autumn Term Learning
Year Six

Week beginning:	
Week 1: TAD day – Wednesday 2nd September Thursday 3rd September – Start of term. Thursday 3rd September – Class meeting – 3pm – Y6 classrooms.	This week we will be settling into Year 6 and our class routines, discussing the expectations for the year ahead, the golden rules and creating a class contract, as well as getting to know each other. In **English,** we will be writing a letter to our future selves. Children will think about what they want to achieve in their last year at Coldfall. We will review them at the end of the year. In **Maths,** we will be reviewing our knowledge of place value and the four main operations: addition, subtraction, multiplication, and division. We will start our work on place value by exploring numbers to 1,000,000. In **History**, we will be starting our learning about the Great Plague of 1665-1666. Children will explore what the Great Plague was and look at a timeline of events during this period.
Week 2: Monday 7th September Friday 11th September – Wren Class assembly	In **English**, we will be learning how to identify and write multi-clause sentences that are joined with two different co-ordinating conjunctions (and, but, yet, so, or, for, nor). We will start by recapping our knowledge of co-ordinating conjunctions and using them correctly, before building in the new learning of using two conjunctions in a sentence. In **Maths,** we will work on our unit of Place Value**.** We will explore numbers to 10,000,000, building on to read and write numbers to 10,000,000. We will also look at powers of 10. In **Science,** we will start our Autumn term learning on the unit of Animals including humans. Children will explore the question enquiry of 'What Is the Purpose of The Circulatory System?' In this enquiry, pupils will learn that the circulatory system pumps blood around the body. Furthermore, children will explore that the heart, blood, and blood vessels play an important role in the circulatory system and that blood vessels transport oxygenated blood around the body and return to the heart with deoxygenated blood. Children will use scientific diagrams and annotations to explain the scientific process of the circulatory system and embed their learning. In **History**, we will be learning about the Great Plague of 1665-1666. Children will explore when and why the great plague happened and place it on a timeline with other significant events they have studied. We will also explore how living conditions made the pandemic worse and what the impact the pandemic had on people. Children will explore this historical event from a range of sources. We will use time to rehearse our **class assemblies**. We will focus on ensuring we read aloud confidently and with expression. This will be done in the relevant week of their class assembly.

Week 3: Monday 14th September Friday 18th September – Woodpecker Class assembly	In **English**, we will be learning and understanding how to use active voice in a sentence. In an active sentence, the subject performs the action (subject, verb, object) e.g. 'The teacher marked the homework'. We will also learn about passive voice in a sentence and how it differs from active. In a passive sentence, the subject receives the action (object, verb, subject) e.g. The homework was marked by the teacher.' Children will learn that passive voice can be used to shift focus or create formality. In **Maths**, we will look at numbers to 10,000,000 on a number line, compare and order integers, round integers and finally look at negative numbers to conclude our place value unit. In **Science,** we will continue our learning on the unit of Animals including humans. Children will explore the question enquiry of 'Why Is Blood So Important? In this enquiry, children will build their understanding of the circulatory system by looking at the function and components of blood. Children will learn that there are different types of blood cells with different jobs. Children will build on prior understanding of how scientists use models by creating a model of blood to show the proportions of component parts. In **History**, we will be continuing our work on the Great Plague. Children will investigate how people tried to treat it and prevent it and look at the case study of the small community of Eyam. We will explore their situation and response and assess effectiveness in preventing the pandemic spreading further.
Week 4: Monday 21st September 25th September – Toucan Class assembly	In **English**, we will be writing a non-fiction report to answer the question: What was the Great Plague and how did it impact people? Children will write an introduction to the text. We will also write paragraphs based off the following sub-headings: Symptoms, Spread, impact of living conditions, treatment. Children will look to use sentence knowledge learnt in the previous weeks (co-ordinating conjunctions & active & passive voice.) Children will also identify and write cohesive paragraphs where the topic sentence links to the proceeding concluding sentence. In **Maths**, we will commence our unit on the four main operations (addition, subtraction, multiplication, and division), starting with adding and subtracting integers, common factors and multiples and understanding the rules of divisibility. In **Science,** we will continue our learning on the unit of Animals including humans. Children will explore the question enquiry of 'How Does Exercise Affect Our Circulatory System?' Children will experience their own circulatory systems in action by testing the impact of exercise on their heart rate. Children will use and apply their disciplinary knowledge to carry out their own pattern seeking investigations. Children will think about how to keep it a fair test and the variables to change. Children will present their findings in a graph and make concluding thoughts. In **History**, we will be concluding our work on the Great Plague. We will explore how the Great Plague ended and explore similarities and differences between the plague and other significant pandemics such as the Spanish Flu (1918) & Covid 19.
Week 5: Monday 28th September	In **English**, we will be writing a non-fiction report to answer the question: What was the Great Plague and how did it impact people? Children will write an introduction to the text. We will also write paragraphs based off the following sub-headings: Symptoms, Spread, impact of living conditions, treatment. Children will look to use sentence knowledge learnt in the previous weeks (co-ordinating conjunctions & active

	& passive voice.) Children will also identify and write cohesive paragraphs where the topic sentence links to the proceeding concluding sentence. In **Maths,** we will continue with our operations work by moving onto exploring prime numbers to 100, square and cube numbers, the ability to multiply a 4-digit number by a 2-digit number and solving problems with multiplication. In **Science,** we will continue our learning on the unit of Animals including humans. Children will explore the question enquiry of 'How Does Exercise Affect Our Circulatory System?' Children will experience their own circulatory systems in action by testing the impact of exercise on their heart rate. Children will use and apply their disciplinary knowledge to carry out their own pattern seeking investigations. Children will think about how to keep it a fair test and the variables to change. Children will present their findings in a graph and make concluding thoughts. In **Art**, we will look at the skill of drawing through the work of artist Stephen Wiltshire. We will understand his art and inspirations while comparing him to fellow artist Hector Gonzales. Children will research the work of Stephen Wiltshire and record ideas in their sketchbooks. Work will consist of historical studies of technical drawings to create initial ideas for future sketches. The children will explore using appropriate styles of shading and techniques for detailed effects and to depict movement, perceptive, shadows, direction, and reflections. We will also experiment with the elements of art: line, tone, pattern, texture, form, space, colour, shape, and tone, showing a broad range. Using appropriate media (Pencils, pastels, charcoal, ink), children will build to creating their final piece of a drawing of a city landscape.
Week 6: Monday 5th October Monday 5th -Friday 9th – Wren class to Tollesbury	In **English**, we will be continuing to write a non-fiction report to answer the question: What was the Great Plague and how did it impact people? Children will write paragraphs on prevention steps people took during the Great Plague as well as looking as the case study of the village of Eyam to show the Plague's impact. We will conclude with a conclusion to end the report. In **Maths**, we will be focusing on division this week by using both the short and long division methods, including long division with remainders as well as using division by using known factors knowledge. In **Science,** we will continue our learning on the unit of Animals including humans. Children will explore the question enquiry of 'How are nutrients and water transported within animals, including humans?' Children will learn about the human circulatory system and explore the work of William Harvey and consider how this shaped continued innovation in the field. In **Art**, we will look at the skill of drawing through the work of artist Stephen Wiltshire. We will understand his art and inspirations while comparing him to fellow artist Hector Gonzales. Children will research the work of Stephen Wiltshire and record ideas in their sketchbooks. Work will consist of historical studies of technical drawings to create initial ideas for future sketches. The children will explore using appropriate styles of shading and techniques for detailed effects and to depict movement, perceptive, shadows, direction, and reflections. We will also experiment with the elements of art: line, tone, pattern, texture, form, space, colour, shape, and tone, showing a broad range. Using appropriate media (Pencils, pastels, charcoal, ink), children will build to creating their final piece of a drawing of a city landscape.
Week 7: Monday 12th October	In **English**, we will be concluding our work on the unit of the Great Plague by children applying the writing skills they have learnt this half-term to plan and write a news report about the Great Plague. Their writing will focus on tone of different characters

Monday 12th -Friday 16th – Woodpecker class to Tollesbury	as the article will include interviews and quotes from different perspectives. For examples interviews with Samuel Pepys, a Rat, Peasant child, The King, A Plague Doctor. Children will intertwine their historical knowledge, cohesion of their writing as well as the writing objectives studied this half-term. In **Maths**, we will conclude our unit on the four main operations by solving problems using division and multi-step word problems. We will also introduce the order of operations as well as mental calculations and estimation and reasoning from known facts. In **Science,** we will continue our learning on the unit of Animals including humans. Children will explore the question enquiry of 'How Do Diet, Exercise, Drugs and Lifestyle Impact Our Bodies?' Pupils will learn about how different factors can have a positive or negative influence on health. In **Curriculum lessons**, we will dedicate time to learning about an inspirational black person as part of our black History Month Project. We will focus on Louise Bennett-Coverley. We will study who she was and the poetry she created and the Anansi stories that inspired her. Children will create a fact file on Louise Bennett-Coverley, engage in drama in recreating an Anansi folk story as well as creating a comic strip based on their own Anansi story. We will put together a short video to celebrate our learning. These videos will then be shared throughout the year in Golden Book assemblies.
Week 8: Monday 19th October Monday 19th -Friday 23rd – Toucan class to Tollesbury	**Tollesbury trip** on rotation. **Assessment Week** on rotation.

Wider Curriculum

In **Reading (DR)**, the children will use our core text of 'Crossover' by Kwame Alexander to employ a combination of reading strategies to fully engage with the text and identify how language and text structure contribute to meaning and use strategies for decoding unfamiliar words. We will explore non-fiction texts where appropriate and links to our curriculum and science learning.

In **Music** we will be learning all about African drumming. Children will explore the playing technique, playing as an ensemble, Polyrhythms, and the ability to call and response.

In **PE** lessons with the class teacher, the children will be learning about team games, with the focus split between tag rugby and Football. With PE staff, children will be learning about team games, with the focus split between basketball and netball.

In **Computing,** we will be exploring the unit of 'Computing systems and networks - Communication and collaboration.' In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.

In **PSHE**, we will be completing the unit 'Being Me in My World.' This will focus on making goals for the year ahead, understanding our rights and responsibilities as global citizens, and embracing our class learning charter.

In **French,** we will complete the unit 'At school.'

Half Term

Week 1: Monday 2nd November	In **English**, we will be learning how to identify and use colons to introduce lists. Children will also be learning to identify hyperbole and move to being able to use it in written sentences. In **Maths,** we will begin our unit on fractions; we will look at equivalent fractions and the process of simplifying, equivalent fractions on a number line and comparing and ordering fractions using the numerators and denominators as methods to order fractions. In **Science,** we will begin our learning on the unit of light. Children will explore the question enquiry of 'How does light travel?' In this enquiry, we will be observing and raising questions about how light travels and reflects off different objects and into our eyes. The enquiry revisits some of this learning and introduces the concept that light appears to travel in straight lines; this is used to explain how different objects are seen because they give out or reflect light into the eye. We will be setting up and carrying out an experiment to prove that light travels in a straight line. In **Geography,** we will be learning about the physical and human geographical features of South America, particularly Brazil. We will investigate the names and key features of South American countries, placing them on a map. We will also learn about the lines of longitude and latitude.
Week 2: Monday 9th November	In **English**, we will be learning how to identify and use colons to introduce lists. Children will also be learning to identify hyperbole and move to being able to use it in written sentences. In **Maths**, we will continue to explore our work on fractions. Firstly, we will be adding and subtracting simple fractions before using this to add and subtract any two fractions. We will then develop our skills by adding and subtracting with mixed numbers. In **Science,** we will continue learning on the unit of light. Children will explore the question enquiry of 'Is A Shadow Always the Same Shape as The Object That Casts It?' In this enquiry, we will be exploring the way light behaves, including light sources and shadows. We will have the opportunity to make predictions before testing our enquiry question in an investigation. In **Geography,** we will be learning about the physical and human geographical features of South America, particularly Brazil. We will find out about time zones and how time differs between the UK and South America. Explore what the term 'street children' means and their lives. Also, investigate how a continent's climate can vary and impact on people's lives
Week 3: Monday 16th November	In **English,** we will be planning and writing a persuasive tourism guide to Brazil. We will focus on writing an introduction and using sub-headings to create engaging and persuasive paragraphs. These sub-headings will include: Places to visit, travel tips and fun facts, Culture, Wildlife and Sport. We will aim to use the sentence work learnt in the previous weeks into our writing. In **Maths**, we will continue our work on fractions by solving multi-step problems based on fractions. We will then move on to multiplying fractions by integers and then fractions. We will conclude this week's learning with dividing fractions by integers.

	In **Science,** we will continue learning on the unit of light. Children will explore the question enquiry of 'Is A Shadow Always the Same Shape as The Object That Casts It?' In this enquiry, we will be exploring the way light behaves, including light sources and shadows. We will have the opportunity to make predictions before testing our enquiry question in an investigation. In **Geography,** we will be learning about the physical and human geographical features of South America, particularly Brazil. We will do case study research to find out more about a specific South American country in Brazil.
Week 4: Monday 23rd November 25th - 5pm – 7.30pm Parents' Evening 26th 4pm – 6.30pm Parents' Evening	In **English,** we will be planning and writing a persuasive tourism guide to Brazil. We will focus on writing an introduction and using sub-headings to create engaging and persuasive paragraphs. These sub-headings will include: Places to visit, travel tips and fun facts, Culture, Wildlife and Sport. We will aim to use the sentence work learnt in the previous weeks into our writing. In **Maths,** we complete our learning on dividing fractions by integers and move on to answering mixed division and multiplication questions based around fractions. This will include word problems where more than one step may be involved. In **Science,** we will continue our learning on the unit of light. Children will explore the question enquiry of 'How Does a Mirror Reflect Light?' In this enquiry, we will be building on knowledge about light by using mirrors, as a smooth and reflective surface, to explore how light hits this surface and bounces back, allowing us to see reflections of objects and ourselves in the mirror. We will be introduced to the law of reflection which governs how the angles of incidence and reflection relate to each other during this process. In **DT**, we will be learning how to make Jamaican Patties. The children will develop their cooking skills and all make a patty of their own. They will research the key ingredients and how to make a Jamaican patty and investigate which ingredients in a recipe could be substituted and which cannot. Also, we will prepare, taste, and evaluate different flavour combinations so children can design and create a recipe for a Jamaican patty to suit their own (or users) taste. Once made children will assess and evaluate the effectiveness of the product and their process.
Week 5: Monday 30th November	In **English**, we will be focussing on independent writing as we continue to write our persuasive tour guide of Brazil. We will conclude our work by writing paragraphs on 'Food & Drink and a conclusion. In **Maths**, we will conclude our unit on fractions by finding fractions of an amount and finding the whole. In **Science,** we will continue our learning on the unit of light. Children will explore the question enquiry of 'What is Refraction and Why Is It a Phenomenon?' In this enquiry, we will be building on children's experience of light by looking at a range of phenomena, in this case 'objects looking bent in water', also known as refraction. We will have the opportunity to explore and ask questions about refraction as an example of scientific phenomenon. In **DT**, we will be learning how to make Jamaican Patties. The children will develop their cooking skills and all make a patty of their own. They will research the key ingredients and how to make a Jamaican patty and investigate which ingredients in a recipe could be substituted and which cannot. Also, we will prepare, taste, and evaluate different flavour combinations so children can design and create a recipe for a Jamaican patty to suit their own (or users) taste. Once made children will assess and evaluate the effectiveness of the product and their process.

Week 6: Monday 7th December	In **English**, we will be focussing on applying the writing skills we have been studying to write diary entries from our time at Tollesbury. Children write first-hand account of their time in Tollesbury In **Maths**, we start our unit on measurement and converting units. We will understand how to measure, convert, and calculate using metric measures as well as converting between miles and kilometres. In **Science,** we will continue our learning on the unit of light. Children will explore the question enquiry of 'What Colour is Light? Is this a phenomenon?' In this enquiry, we will be building on what we now know about refraction (the bending of light) and scientific phenomena. We will now extend this understanding by finding out how refraction also separates light into the colours of the spectrum. In **RWE**, we will discuss the question 'What does it mean to belong to a religion?' with a focus on Christianity. We will explore how Christians celebrate and live out their beliefs. We will think about how they assess the journey of life, the main festivals and practices, their faith and communities and Christianity in the wider world. Furthermore, we will discuss the different Christian groups and what are the most important similarities and key differences within them.
Week 7: Monday 14th December 14th & 15th Year 5/6 Christmas concerts Friday 18th December – half day – End of term.	In **Maths**, we will conclude our work on converting units by looking at imperial measures. We will also use this time to revise our key learning from this term. In **Science,** we will continue our learning on the unit of light. Children will explore the question enquiry of 'What Colour is Light? Is this a phenomenon?' In this enquiry, we will be building on what we now know about refraction (the bending of light) and scientific phenomena. We will now extend this understanding by finding out how refraction also separates light into the colours of the spectrum. In **RWE**, we will discuss the question 'What does it mean to belong to a religion?' with a focus on Christianity. We will explore how Christians celebrate and live out their beliefs. We will think about how they assess the journey of life, the main festivals and practices, their faith and communities and Christianity in the wider world. Furthermore, we will discuss the different Christian groups and what are the most important similarities and key differences within them.

Wider Curriculum

In **Reading (DR)**, the children will use our core text of 'The Unforgotten Coat' by Frank Cottrell-Boyce to employ a combination of reading strategies to fully engage with the text and identify how language and text structure contribute to meaning and use strategies for decoding unfamiliar words. We will explore non-fiction texts where appropriate and links to our curriculum and science learning.
In **PE**, lessons with the class teacher, the children will develop their skills with the game of bench ball. With PE staff, children will be exploring indoor athletics.
In **Music,** we will be preparing for our Christmas concert. Children will focus on singing in harmony and their vocal technique. There will be a performance at the end of the term.
In **Computing,** we will work on the unit of 'Creating media – Web page creation.' Children will identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.
In **PSHE**, we will be covering the unit 'Celebrating Difference'. This will look at accepting that everyone is different and how being 'different' can affect us, understanding why bullying happens and how to help others, and celebrating difference.
In **French,** we will complete the unit 'The Weekend'**.**

Supporting Learning at Home

Homework is set on Fridays and is due on Wednesdays. During this term, Rising Star Revision Workbooks will be provided and homework will be set from them. You may wish to use this overview to see what your child is learning each week so that you can discuss this learning with your child at home.

Please make sure that you spend time reading with your child at home. As well as listening to your child read, we recommend reading aloud to your child as a regular story time session. Please also help your child practise their weekly spellings and timestables.